

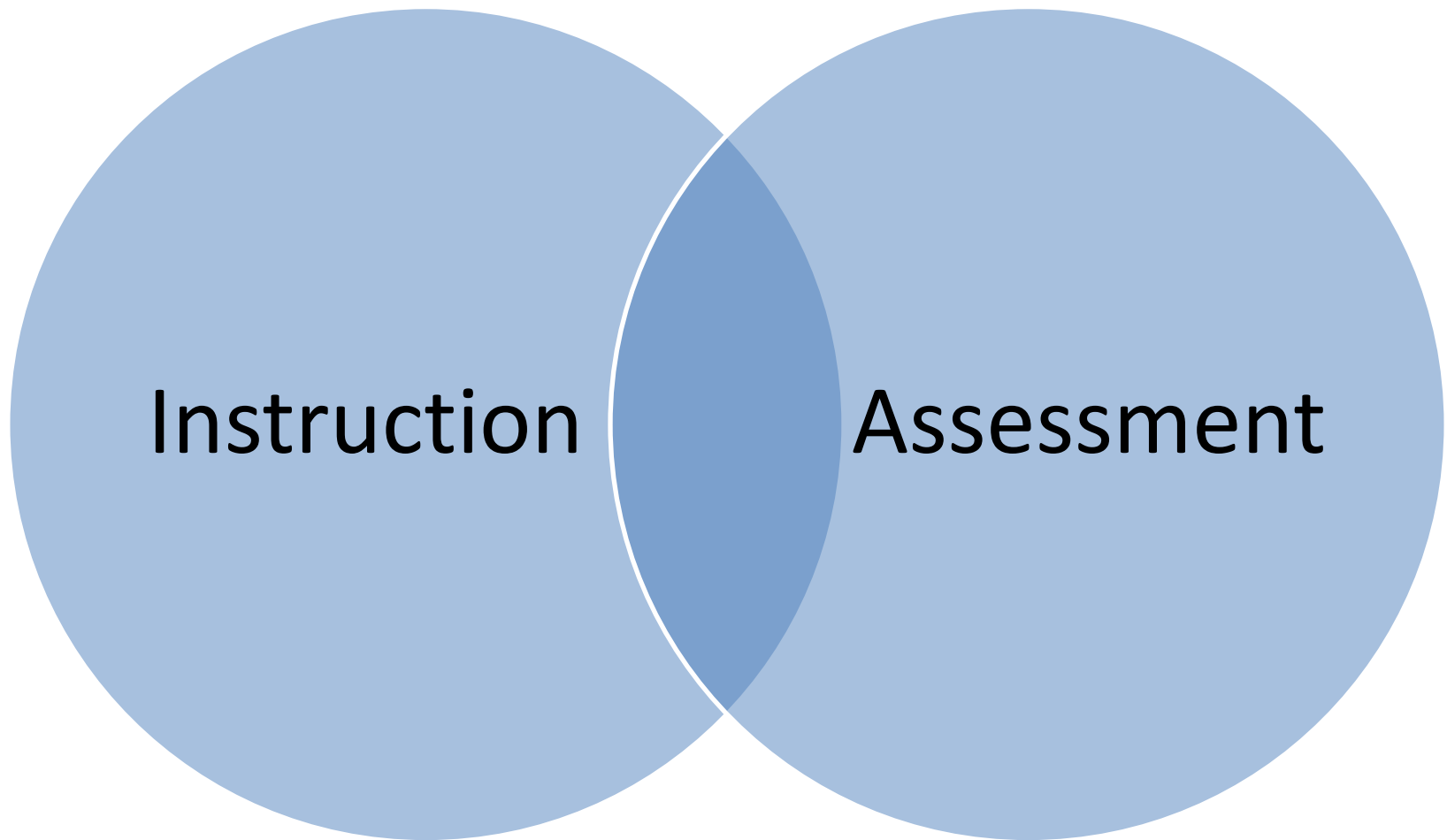
“Instruction and Assessment”

CTGE 5534

Beginning Reading and Writing
in Inclusive Classrooms

Instructor – Andrew Fletcher

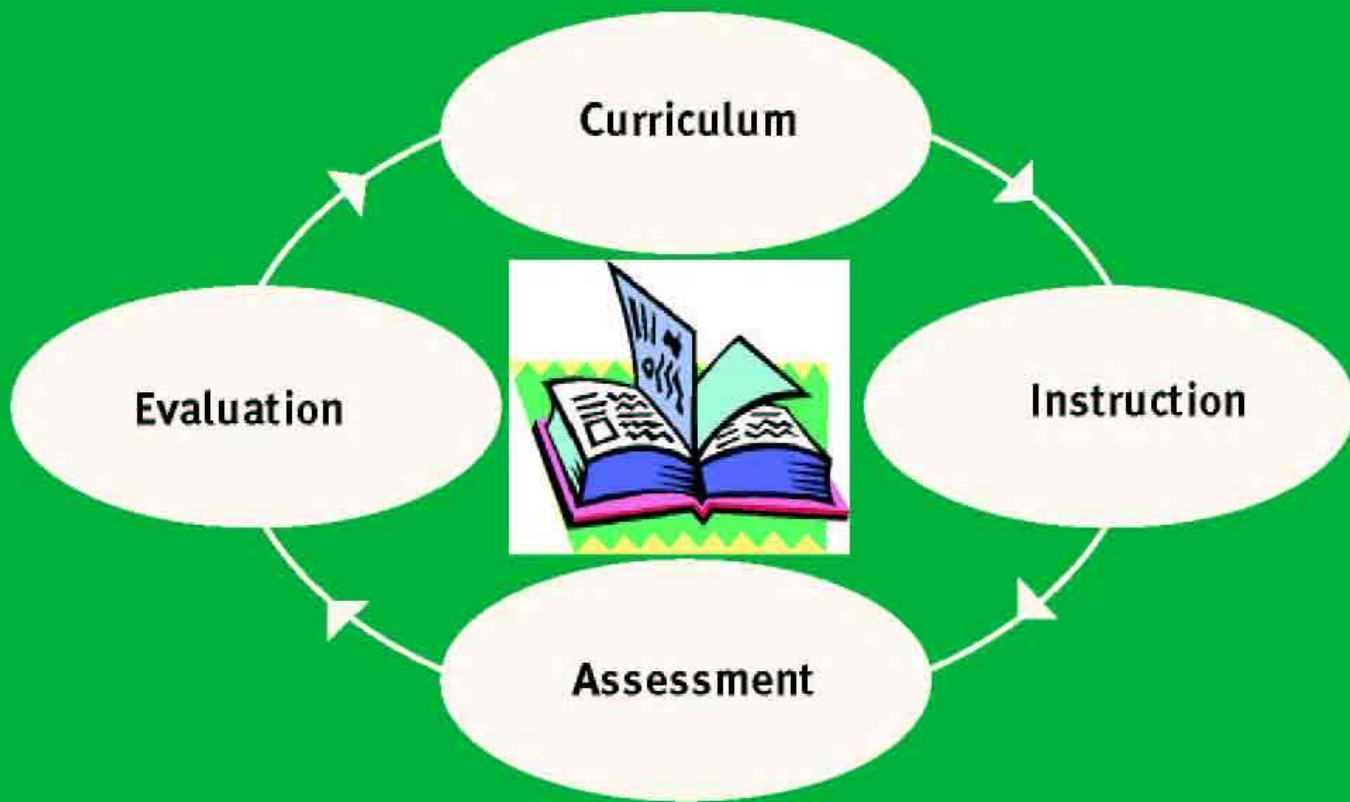
Let's get started with today's topic by using a Venn Diagram to compare and contrast...



Then and Now...

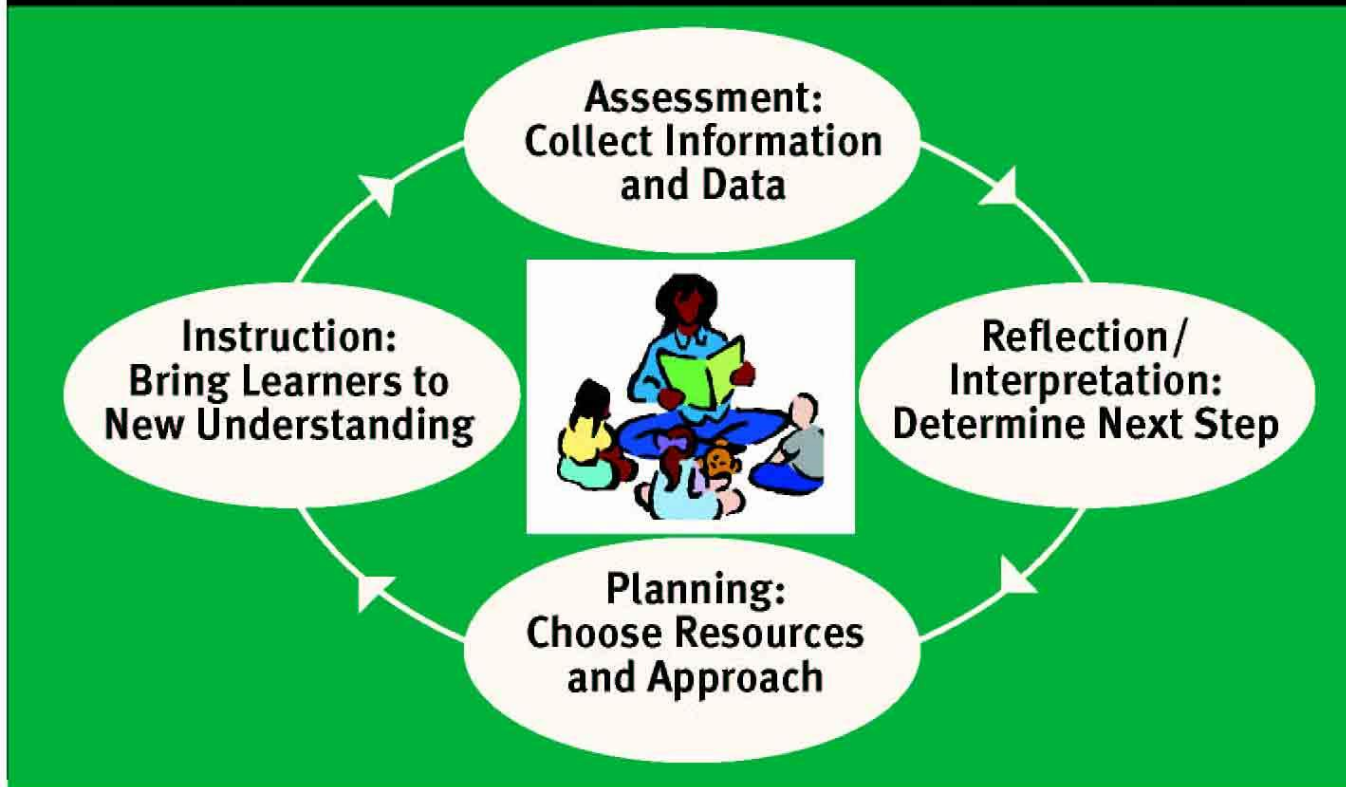
Then...

Figure 2. The Traditional Teaching Cycle (TTC)



Now...

Figure 3. The Teaching and Learning Cycle (TLC)



Adapted from The Learning Network, www.rcowen.com/TLNpgs.htm.

Key Points – Instruction

What is being taught?

Content

- What do I teach? Knowledge, skills, and strategies
- How do I know what knowledge, skills, and strategies?
 - Common Core Learning Standards...
 - Your School/District/City/State...
 - Curricular Documents (“Scope and Sequence”)
 - Program Curriculum
 - Professional Organizations
 - Reports and Research
 - Your Students’ Strengths and Needs

How is the teaching occurring?
Pedagogy

Pedagogy – Instructional Choices

Direct/Explicit Instruction

- Transmission/Deduction/Explanation
- More teacher-centered
- Begins with a clear and stated teaching point and context
- Involves modeling/demonstration with “thinking aloud”
- Uses various aspects of knowledge – declarative, procedural, conditional, and reflective

Constructivist Instruction

- Transactional/Induction/Example
- More student-centered
- Begins with a question or inquiry or problem of some kind
- Akin to an investigation or exploration
- Usually done in a cooperative fashion

Pedagogy – Instructional Choices

In Practice:
Direct/Explicit
Instruction +
Constructivist
Instruction =
Balanced
(Comprehensive)
Literacy

Balanced
(Comprehensive) Literacy
is also “balanced” because
of the mix of content and
frameworks for teaching
and learning involved.

Pedagogy – In Practice...

- Models
- Frameworks
- Formats
- Instructional Strategies
- Individual or Independent/Small Group/Whole Class

Pedagogy - Model/Frameworks for Teaching and Learning

Gradual Release of Responsibility – A Way of Organizing...

- Focus Lessons
(I do it.)
- Guided Instruction
(We do it.)
- Collaborative Learning
(You do it together.)
- Independent Learning
(You do it alone.)

Frameworks/Formats

- Whole Class
 - Workshop
 - Interactive Read-aloud
 - Shared Reading/Writing
- Small Group
 - Guided Reading/Writing
 - Book Clubs/Literature Circles
 - Skill/Strategy Groups
 - Centers/Stations
 - Partnership Work
- Individual
 - Independent Reading/Writing
 - Conferring
- Other Instructional Strategies/Routines

Key Points – Assessment

Types of Assessment

- Group versus Individual
- Formal versus Informal
- Formative versus Summative
- Skills-based versus Curriculum-based versus Process-oriented
- Norm-referenced versus Criterion-referenced
- “Tests” versus Observations/Interviews/Portfolios/Performance-based (“Authentic”)
- “Standardized” versus Not...
- Achievement Tests/Surveys
- High-stakes Assessments
- Screening/Diagnostic/Progress Monitoring
- Notion of “Balanced Assessment” (Sattler, 1988)
- Considerations (McKenna & Stahl, 2003, p. 35)
 - “Reliability refers to the consistency of results-the general dependability of a test: A test that produces similar results under similar conditions is said to be reliable.”
 - “Validity refers to the degree to which a test measures what it purports to measure and what [the] examiner wishes to measure.”

A Framework for Guiding the Assessment Process (Figure 13.1, p. 282)

	What do I want to know?		How am I going to find out?	
	INFORMAL		FORMAL	
	FORMATIVE	SUMMATIVE		
Concepts about print	Observations of book handling & tracking	Checklist of orthographic knowledge	M. Clay's "Concepts About Print"	
Phonemic awareness	Observation of songs, rhymes, repetitions Word games	Checklist of phonemic awareness skills	Standardized tests (Torgeson's "Test of Phonemic Awareness")	
Phonics	IRI Observation of ability to generate/identify sound/letter relationships	Running records Shared reading	Miscue analysis Botel phonics survey	
Oral reading (fluency)	One-to-one observation Paired reading	Mediated reading Anecdotal notes Running records	DIBELS IRI Miscue analysis	
Spelling	Writing samples Pretests	Daily writing Journals	Weekly tests Dictations	
Reading comprehension	Retellings QARs Discussions	Paraphrasing Summarizing Class contributions Cloze tests	Standardized tests (Stanford, Metropolitan)	
Vocabulary	Writing samples Journals Oral discussions	Formal writing Essays	Word Writing CAFÉ Standardized tests	
Writing	Writing samples Journals Quickwrites	Writing samples Daily work Journals	Rubrics (scaled scores) Editing checklist	
Reading/writing attitudes	Questionnaire Number of books read/written	Conferences Interest inventories Reading response journals		
Student views of own literacy	Books chosen Attitude survey Reading survey	Portfolio choices Reflection log Dialogue journals	Self-reports Interviews	

References

- McKenna & Stahl
- Sattler